

CLASSROOM ACTIVITIES STAGE 2 LESSON ONE



Learning Outcomes

- **ST2-5WT** Applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria
- **ST2-10LW** Describes that living things have life cycles, can be distinguished from non living things and grouped, based on their observable features
- **ST2-11LW** Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things



Resources and Preparation

Resources

Video (V)

- Video 8 – [The impact of eating local](#) (4:44)

Worksheets (WS) and Information sheets (IS)

- Worksheet 9 – The Fabulous Fruit & Veg Quiz
- Worksheet 10 – My healthy veggie patch/fruit forest!
- Information sheet 1 – Fruit & Vegetable Information

Materials

- Colouring pencils

Preparation

Prior to lesson:

- Open WS 9 on the classroom screen as a PowerPoint presentation
- Print out WS 10 – 1 per student
- Print out IS 1 – as needed

GROWING FRUIT AND VEG

Students design a vegetable patch or fruit forest that includes a variety of fruit and vegetable plants, colours and types.

Introduction (10 mins)

Introduce students to Fruit & Veg Month with the Fabulous Fruit & Veg Quiz (WS 9). This could be run as a group/team trivia (optional: prize(s)). V8, can be used to introduce students to the concept of eating local. Take notes and discuss new terms afterwards.

Activity (35 mins)

1. Ask students to think of the different colours and types of the fruit and vegetables. As an activity, students can write as many fruits/vegetables of a certain colour as they can think of in 1 minute. Repeat for each of the colours. A reward can be given for the most unique answer.
2. Advise students that there are different health benefits to each colour and type which is why it's important that a wide range of colours and types are eaten every day.
3. Provide students with one page of a blank vegetable patch or fruit forest (WS 10) to complete. IS 1 could be presented on the board, for inspiration.
4. Encourage students to 'grow' many different colours of fruit or vegetables in their blank patch or forest.

Conclusion (15 mins)

Students present their garden or forest to the class and explain how they think they included a wide variety of colours and types. Vegetable gardens and fruit forest designs are displayed in the classroom or around the school.

Assessment

- For:** Student identifies fruit and vegetables, their colours and types and where/how they grow. Students are introduced to why eating and growing fruits and vegetables locally is important.
- As:** Student identifies a variety of fruit and vegetables. Student identifies different colours and types of fruit and vegetables. Student investigates how some fruits and vegetables grow.
- Of:** Student contribution to class discussion in fruit and vegetable exploration. Students explain and justify their vegetable and fruit choices.

Differentiation

Extend: Students could also grow their own seeds in class. A variety of seeds (e.g. strawberries, lettuce, herbs) can be used and the students can have the responsibility of taking care of the growing plants. As an added option, students can record the growth of their plants on WS 20.3

Simplify: Students could complete Stage 1 Lesson 1 as an alternative.

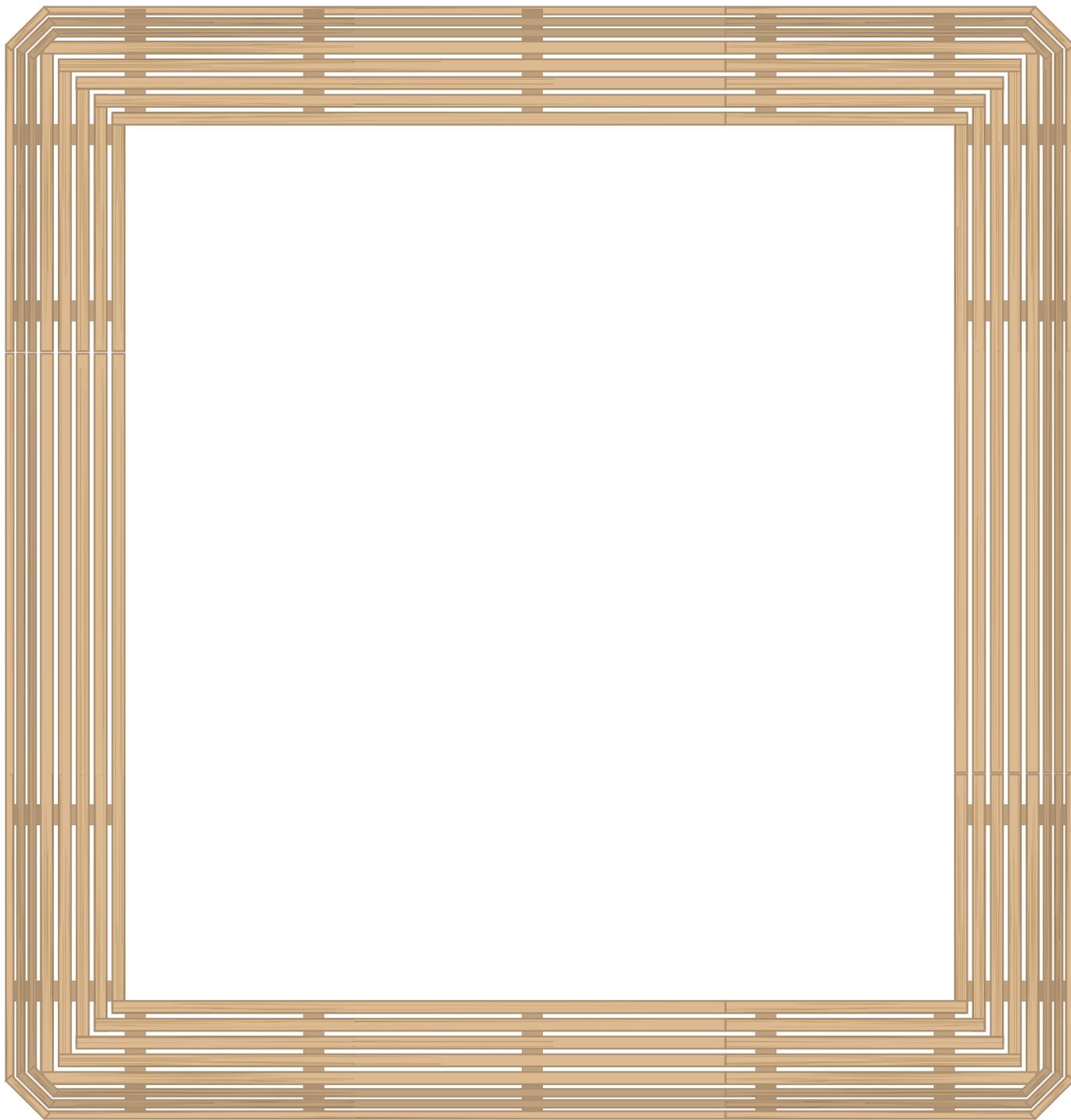
School/Home Link

Vegetable gardens and fruit forest designs are displayed in the classroom or around the school and in the school newsletter.

Duration | 60 minutes



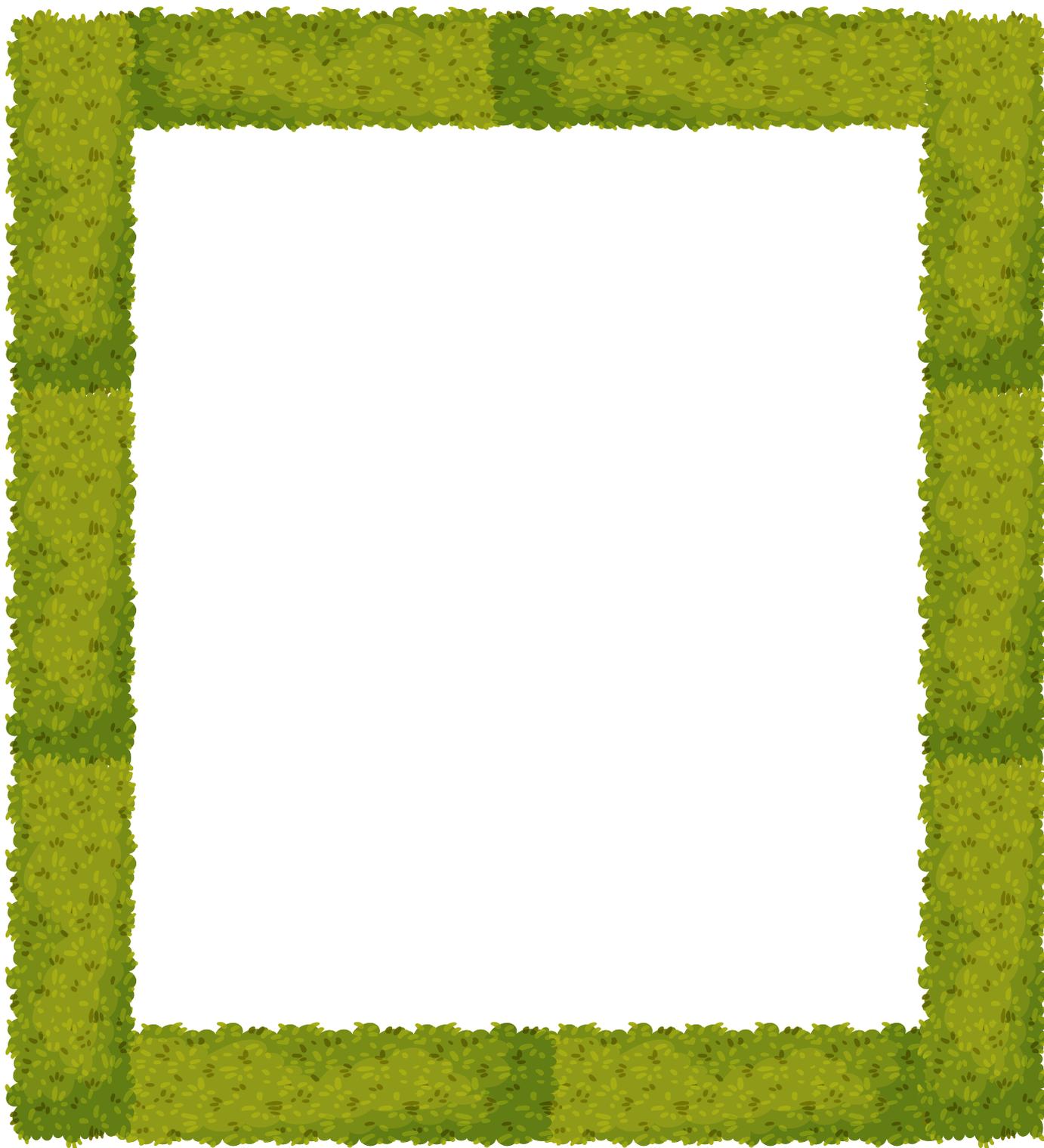
My healthy vegetable patch!



Instructions:

1. Plan your patch to include as many different colours and type of vegetables as you can.
2. Write the name of each vegetable in the colour that matches its colour family. You can draw the vegetable too if you like.
3. Next to each vegetable, write where and how it grows.

My healthy fruit forest!



Instructions:

1. Plan your forest to include as many different colours and types of fruit as you can.
2. Write the name of each fruit in the colour that matches its colour family. You can draw the fruit too if you like.
3. Next to each fruit, write where and how it grows